

## 8. Verb Tests

- a. Achievement Test in Verbs—Wilkins, Lawrence A.

The use of standardized tests shows the following:<sup>3</sup>

1. Normal growth in ability to read, write, speak, and understand a foreign language by successive semesters
2. Effect of varying methods on different abilities in language study
3. Effect on achievement in various abilities by age that the study began by varying periods of disuse

By the use of these tests the teacher can discover where the weakness of each pupil lies. With this information it is much easier to aid the pupil in his language study.

FRANCES CABELL

## THE HOME ECONOMICS DEPARTMENT GROWS

THE senior home economics class in the Harrisonburg High School consists of sixteen girls. They meet three times a week for eighty-minute periods. During the spring term of twelve weeks they will have as a class problem the enlargement of the laboratory facilities of the William H. Keister School. This problem will center their attention on principles of interior decoration, house arrangement, household purchasing, and home management.

### PART ONE. *What the Girls Will Do*

1. Survey entire situation with view to making necessary changes:
  - A. Check on the present floor plan, the equipment on hand, and on the lighting arrangement.
  - B. Determine the necessary additions for the dining room; linen, silver, china, glass, wall and floor coverings, draperies.

C. Determine the necessary additions for nurse's office which is to serve as the bed-living room; bed, bedding, table and chair, window seat, curtains, draperies.

2. Prepare a set of principles to be followed in the selection of the equipment:
  - A. Dining room equipment and accessories; table service and linen, china, silver, window shades and draperies, floor and wall covering.
  - B. Bed-living room equipment and decorations.
3. Purchase the equipment:
  - A. Secure manufacturer's literature to be studied for comparison of products and prices.
  - B. Make group surveys of local markets for suitable products and prices.
  - C. Report findings to class, and devise budget.
  - D. Purchase articles agreed upon.
4. Place equipment and decorations:
  - A. Plan arrangement of storage space for linen, china, and silver.
  - B. Rearrange office to make the bed-living room.
  - C. Make draperies, day-bed cover, and window-seat cushion.
5. Select a related home problem for individual work:
  - A. Choose problem in which the individual is most interested and obtain parents' consent to carry it out.
  - B. Plan the problem, studying the present method used, making a digest of what must be accomplished, and outlining the method of attack.
  - C. Work out the plan, changing outline as necessary, standardizing the method, and drawing conclusions.
  - D. Report to class, giving the original plan, the alterations, and conclusions.

### PART TWO. *Information the Girls Will Need*

1. They will learn the possibilities of materials on hand:

<sup>3</sup>Modern Foreign Language Study. *The Virginia Teacher*, VI (1925) pp 270-73.



- A. They will see the value of placing furniture in units according to the intended use of the articles and the artistic appeal of the entire room.
  - B. They will learn how to renovate and remodel through cleaning surfaces and draperies, repainting surfaces, changing draperies, and making window seat and dressing table.
  - C. They will see the importance of selecting new furniture in accord with present possessions.
2. They will learn what to look for in buying:
- A. They will consider: (1) the real use of the article to be purchased; (2) the kind of article wanted—our bed must have a footboard about ten inches above the mattress if it is to be used as a daybed; (3) the latest and best offering of manufacturers in the field; and (4) the definite cost limit to be set.
  - B. They will learn about china and porcelain; types of household pottery are earthenware and porcelain or china ware; the inner body of earthenware is soft while that of porcelain is hard; china or porcelain has a hard glaze, is non-absorbing and brittle; china comes in firsts and seconds, firsts being perfect in shape, design, and glaze; seconds may be bought if the imperfection is in shape or design, but not if it is in glaze as this affects durability and sanitation; china is sold either by the set or in open stock, the latter being the preferable way to buy.
  - C. They will learn about linen; the cloth should hang about  $\frac{1}{4}$  yard from table; table runners and mats are attractive and practical on a bare table; a dozen napkins should be allowed for each cloth. The qualities desired in table linen are smooth texture, brilliancy of appearance, ease of giving up soil, and durability; the tests for linen are water or absorption, burning, tearing, and the glycerine test; linen is woven in single or double damask; a good quality of single damask wears better than a poor quality of double damask; small "allover" patterns are superior to large patterns as the latter are likely to pull in laundering; all linen launders better than cotton and is more attractive; the firmness of weave depends on the number of threads per square inch, 180-220 warp threads being medium to fine; methods of bleaching have influence on wearing qualities.
  - D. They will learn about silver; the best shape and size of pieces; the effect of design on cleaning and appearance; the patterns made only in plate or solid and the patterns made in both; the types of plate, single, double, triple, reinforced, inlay block; the cost of silver and plated wear.
  - E. They will learn about glass; the determining qualities are smoothness, brilliancy, whiteness, transparency, freedom from bubbles and cloudiness; the kinds are lead and lime glass, lead glass being tough and lime glass brittle; the decoration is done by etching with acid or with emery wheels; pressed glass is less expensive than cut glass and therefore more desirable for every day service.
  - F. They will learn about curtains and draperies; they are used to give warmth, cheer and color to a room, also to shield the room; they should be washable, non-fading, and rust-resisting; plain draperies should be used with figured rugs and vice versa; heavy materials exclude light; the style of draperies should suit the windows and room; the most common materials used are crash, sun-fast, cretonne, rayon, linen, poplin, denim, velour, mohair, velvet, and



plush. The most common materials for curtains are cheese cloth, dimity, scrim, marquisette, voile, and net, these being lighter in weight and pattern than materials for draperies. Hangers for draperies and curtains are wooden poles, brass rods, goose-neck rods, or wooden rings. Window shades are used for protection and are made of linen or cotton; they should lap two inches at the side and turn six inches at the top; duplex shades are good with the light color on the inside of the room; a dark color on inside of the room does not give an attractive effect.

- G. They will learn about beds and bedding; metal beds are more sanitary than wooden ones; standard sizes for beds vary, being usually 6 ft. to 6 ft. 3 ins. long, and 4 ft. 6 ins. wide for full size, 4 ft wide for three quarter size, 3 ft. to 3 ft. 6 ins. for single bed, and 2 ft. 6 ins. to 3 ft. for couch bed. Four types of springs are common: woven wire for cots and cheap beds; woven wire with spring coils at the ends which can be renewed if necessary; national springs built of sections of wire and strong springs at end of each wire for tension, this being a medium priced spring; spiral spring, vertical wire spirals set on a wooden or metal base; and box springs made by covering the spiral with a thin mattress. Materials used for mattress and pillows are: corn husks, grass or hay, cotton tufting, cotton felt built up of layer on layer of thin cotton enclosed in a tick, wool felt made in the same way as cotton felt, hair, feathers, and kapoc, the latter being used largely for couch pillows. Sheets are made of cotton or linen; sheets should be torn before hemming; standard sizes are 72 ins. by 96 ins., 72 ins. by 108 ins.,

90 ins. by 96 ins., and 90 ins. by 108 ins.; there should be a 12-18 ins. turn on all sides. Standard size for pillow slips is 22½ ins. by 36 ins. Bedspreads may be made of almost any material, the most common being cretonne, muslin, dimity, marseilles, or crochet. Blankets must be soft and warm, but not heavy; 60 to 80 per cent of wool is a good grade blanket; the quality of the wool is due to the length of wool fiber in the weave.

3. They will see the application of budgets:
- A. They will learn how to plan for expenditures by finding total income for a definite period, listing fixed charges for the period, arranging charges to fit the income, and then dividing the budget into six headings; shelter, food, clothing, operating expenses, savings and advancement.
  - B. They will find out how to adjust a budget to their problem by: determining the income, listing the necessary expenditures, studying the market value of articles to be purchased, purchasing according to budget allowance, and delaying purchase of needed articles if necessary funds are lacking.
  - C. They will learn the economic principles involved in budget making: The percentage spent on rent, operating, and clothing are more nearly fixed than that spent on food, advancement and savings; the lower the income the higher the percentage spent on food, the lower the income the less spent on advancement and savings; the higher the income the less spent on food, the higher the income the more spent on savings and advancement.
4. They will get an introduction to interior decoration
- A. They will see the necessity for care-



ful furniture placement; furniture must be arranged in usable units, *i. e.* floor lamp near piano; furniture must be balanced, *i. e.* high boy and piano in one end of the room and two chairs in the other is one-sided.

B. They will consider lighting arrangement; window placement and natural lighting features, artificial lighting including fuels for lighting, kinds and placement of fixtures.

C. They will trace the development of present furniture from its beginnings; the evolution of the bed from a bundle of leaves to Simmons twin beds, the evolution of the dining room table from a crude log, the origin of the fork, knife, and spoon.

#### PART THREE. *Skills and Abilities*

1. They will learn how to make a budget:

A. They will apportion income to cover necessary expenditures and allow for savings.

B. They will keep accounts of incoming and outgoing funds.

2. They will gain skill in sewing:

A. They will have practice in designing and cutting window draperies, day-bed cover, and window seat cushion.

B. They will learn to make a napery hem on the table cloth and napkins.

#### PART FOUR. *Attitudes and Ideals*

1. Their viewpoint of household management will be modified:

A. They will see that homemaking must be scientific to be successful.

B. They will see that a knowledge of many subjects is needed in home-making and housewifery.

2. They will get an understanding of scientific purchasing:

A. They will realize the value of thoughtful buying.

B. They will be better able to appreciate the effort on the part of the sales force to please the customer.

3. They will see the value of art in home-making:

A. They will realize that money is not the essential for an attractive home.

B. They will appreciate the value of the personal touch in the home.

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